



Western Washington University  
**Western CEDAR**

---

Office of Survey Research

Institutes, Centers, and Offices

---

11-2015

# Exit Survey of Undergraduate Students Completing Degrees in Summer 2014, Fall 2014, Winter 2015 and Spring 2015, Descriptive Statistics

John M. Krieg

*Western Washington University*, [john.krieg@wwu.edu](mailto:john.krieg@wwu.edu)

Beth Hartsoch

*Western Washington University*, [beth.hartsoch@wwu.edu](mailto:beth.hartsoch@wwu.edu)

Chris Stark

*Western Washington University*, [chris.stark@wwu.edu](mailto:chris.stark@wwu.edu)

Office of Survey Research, Western Washington University

Follow this and additional works at: [https://cedar.wwu.edu/surveyresearch\\_docs](https://cedar.wwu.edu/surveyresearch_docs)



Part of the [Educational Assessment, Evaluation, and Research Commons](#)

---

## Recommended Citation

Krieg, John M.; Hartsoch, Beth; Stark, Chris; and Office of Survey Research, Western Washington University, "Exit Survey of Undergraduate Students Completing Degrees in Summer 2014, Fall 2014, Winter 2015 and Spring 2015, Descriptive Statistics" (2015). *Office of Survey Research*. 677.

[https://cedar.wwu.edu/surveyresearch\\_docs/677](https://cedar.wwu.edu/surveyresearch_docs/677)

This Report is brought to you for free and open access by the Institutes, Centers, and Offices at Western CEDAR. It has been accepted for inclusion in Office of Survey Research by an authorized administrator of Western CEDAR. For more information, please contact [westerncedar@wwu.edu](mailto:westerncedar@wwu.edu).

EXIT SURVEY OF UNDERGRADUATE STUDENTS  
COMPLETING DEGREES IN SUMMER 2014, FALL 2014,  
WINTER 2015, AND SPRING 2015

Descriptive Statistics

Report 2015-07

John Krieg  
Beth Hartsoch  
Chris Stark

November, 2015

OFFICE OF SURVEY RESEARCH WESTERN  
WASHINGTON UNIVERSITY



# Table of Contents

	Page
Executive Summary	2 - 4
A. Comparison of Graduates and Survey Respondents	4 - 8
B. University-Level Responses	9 - 45
Appendix A	46 - 48
Appendix B	49 - 50

# **Exit Survey of Undergraduate Students Completing Degrees in Summer 2014, Fall 2014, Winter 2015 and Spring 2015**

## **EXECUTIVE SUMMARY**

The Exit Survey of Undergraduate Students Completing Degrees in Summer of 2014 through Spring of 2015 is the seventh survey of graduating students conducted at Western Washington University. This survey is designed to illuminate departmental-, college-, and university-level information on student satisfaction, barriers to success, experiences in upper division courses, and post-graduation plans. The exit survey includes questions submitted to the Office of Survey Research (OSR) by the Division of Enrollment and Student Services, Western Libraries, University Residences, the Vice Provost of Undergraduate Education, an ad hoc committee examining General University Requirements, the Office of Sustainable Transportation, and includes a group of questions addressing online courses. The Exit Survey consists of a mixture of open-ended, multiple-choice and numerical response questions. This report provides descriptive statistics of the multiple choice and numerical response questions.

This exit survey includes responses from undergraduates completing their degrees in summer 2014, fall 2014, winter 2015 and spring 2015. OSR initiated the Exit Survey during the fifth week of each quarter with an e-mail sent by the chair of the recipient's major department. This e-mail requested that respondents complete the Exit Survey using a link embedded within the e-mail. A follow-up e-mail from OSR was typically sent three days later to non-respondents and then the process was repeated to non-respondent's off-campus e-mail address about one week later. OSR then sent a reminder to internal email addresses the following week, and again to external addresses the subsequent week. Non-respondents were then contacted with phone call requests for their participation. This process ended the day before each quarter's graduation exercises. Of the 2,838 students graduating over this time, OSR received responses from 2,184, a response rate of 76.9%.

As with any voluntary survey, readers should be concerned about sample selection bias; that is bias which arises because survey respondents are not a random selection from the population of survey recipients. While sample selection bias for the Exit Survey is mitigated through proper survey techniques and a high response rate, its presence should be considered when evaluating the data. Section A of this document reports basic demographic and academic statistics of graduates who responded to the survey and compares these to non-respondents. As found in the general literature on surveys, women were more likely to complete the survey; 61.7% of respondents were women whereas 60% of graduates were women. Respondents were slightly better students as measured by the admissions index (average of 58.1 for respondents versus 57.5 for all graduates) and WWU GPA (average of 3.23 for respondents versus 3.21). Respondents were also slightly likelier to be first generation student (34.2% of respondents versus 33.9% of graduates), slightly likelier to be white (77% of respondents versus 76.6% of graduates) and less likely to have transferred to Western (35.1% of respondents versus 36.8% of graduates).

Section B of this report contains university-level summary statistics of each question asked. In past reports of the Undergraduate Exit Survey, OSR has provided college and departmental-level summary statistics in this report. In place of these college and department-level breakdowns, OSR

will publish an electronic pivot-table tool that will make these results available. In addition, the appendices to this report present count data on two of the open ended questions: “In what ways has Western exceeded your expectations?” and “In what ways has Western fallen short of your expectations?” Hopefully, this disaggregation of data will aid colleges and departments in their self-assessment efforts.

While OSR will leave it to the reader to decide what is informative or striking in this report, we undertake to point out some findings which the wider campus may find interesting. If provided the opportunity to start over, 86% of respondents would attend Western again; a number similar to those reported each year since OSR initiated exit surveys in 2009. Of those who would not attend Western again, the most frequently given reasons were that another school has a better program in the student’s field of study and the student felt a degree from another school would have been more valuable. When asked about the length of time it took to graduate relative to their expectations at the time of enrollment, 61% of students claimed it took “less time than expected” or “as long as expected.” For students who took longer to graduate than expected, the most frequently cited reasons for the delays were “I could not get the classes I needed” “I received poor advising prior to declaring my major” and “I changed my major.”

When asked about their upper division studies, 88% of students expressed a positive level of satisfaction with the knowledge and expertise of faculty and 85% considered the level of academic challenge in their major to be “just right.” Fifty-five percent of students collaborated with a professor on a research or creative project outside, 72% of these students indicated that this experience contributed “quite a bit” or “a lot” to their learning.

The average student graduated with an educational debt of \$17,050, an increase of about \$1500 over the prior year. However, this average hides the fact that 37% of graduates completed their education with no debt whatsoever. The average debt of those who did borrow was \$29,479, an increase of 2.2% over the prior year. Twenty-eight percent of students indicated that their student loans impacted their decision to pursue a particular career.

Sixty-one percent of students expect that their principal activity upon graduation will be full-time employment while 12% expect to work part-time. Of those expecting to work, 41% were looking for, but unable to find a job at the time of survey completion, five percentage points lower than the prior year. Fourteen percent of graduates hope to attend a graduate program and of these, 35% had accepted an offer of admission.

Among the questions submitted by offices around campus, a number provide interesting information. For instance, 44% of Western graduates have taken an online course at another institution. Among all students, 81% believe that they learn more in traditional courses relative to online ones, though only 30% of students believe that traditional courses give better grades than online courses.

In thinking back to their GUR experiences, only 11% of students “strongly agreed” that GUR courses helped make connections between different subject areas, 18% “strongly agreed” that GURs established an academic and intellectual foundation, and only 18% “strongly agreed” that these courses helped them choose a major or minor. Students did appreciate GUR courses that broadened their knowledge of subjects in which they already had interest, but 82% of students especially disliked taking GURs that have no connection to their major or minor.

One feature of the Exit Survey is that respondents are tracked using their W number which provides OSR the opportunity to merge the student data with Western's records and past OSR surveys. This ability profoundly opens the door to analysis of longitudinal issues that would otherwise be impossible. OSR is happy to share data or provide survey services upon request.

#### Clarifying Notes

1. Unless otherwise noted, percentages given are of the number responding to a question divided by the number asked that question. This denominator may contain fewer students than the total number responding to the survey due to question branching, random selection of respondents for certain questions, and survey attrition.
2. In many cases percentages do not sum to one hundred because of rounding.
3. A blank space indicates no respondent chose that response option. A report of 0% indicates that the percent of responses rounded down to, but is not equal with, zero.
4. This report presents responses from all students completing any question regardless of whether the respondent completed the survey or not.

### The Office of Survey Research

The Office of Survey Research provides high quality survey research and other applied social science research that supports the mission of Western Washington University. In particular, OSR surveys students, alumni, graduates, employers, and the campus community to provide valuable assessment data and analysis of reports which can be used for improvement of programs, instruction, faculty scholarship, and information services. OSR is responsible for developing and administering the Western Educational Longitudinal Study (WELS), Western's Alumni Surveys, and Western's exit surveys of graduating students.

<http://www.wvu.edu/osr>

## A. Comparison of All Graduates and Survey Respondents: Summer 2014-Spring 2015

### A.1. Characteristics of WWU graduates and survey respondents

	Non-Respondents	Respondents	All Graduates
N	654	2,184	2,838
Male	46.6%	38.3%	40.2%
American Indian or Alaska Native	0.6%	0.5%	0.5%
Asian	7.6%	5.9%	6.3%
Black or African American	2.1%	1.2%	1.4%
Hispanic or Latino	5.8%	6.3%	6.2%
Native Hawaiian or Other Pacific Islander	0.2%	0.2%	0.2%
Nonresident alien	0.3%	1.0%	0.8%
Race and ethnicity unknown	1.1%	0.8%	0.8%
Two or more races	7.0%	7.3%	7.2%
White	75.2%	77.0%	76.6%
Mean Admission Index*	55.4	58.1	57.5
Mean WWU GPA	3.16	3.23	3.21
Mean Age	24.1	24.0	24.0
Median Age	23.0	23.0	23.0
First Generation Student	32.9%	34.2%	33.9%
Transfer Student	42.4%	35.1%	36.8%
Running Start Student	12.2%	12.6%	12.5%
WA Resident	90.7%	91.8%	91.5%
Campus Housing, survey term	3.1%	4.2%	3.9%
Off Campus Program	6.3%	3.8%	4.4%
Mean Cumulative WWU Hours Earned**	153.4	157.6	156.7
Hours registered - peak day of survey term	12.6	12.8	12.7

\*Because not all students are given an admissions index, the N for this variable differs from the reported N

\*\*In prior years, OSR reported cumulative credits earned prior to the term of the survey. OSR now reports total credits earned at time of degree.

\*\*\*Ethnic categories differ from previous reports as they have been re-aligned to match national reporting standards established by IPEDS

\*\*\*\* Beginning in 2015, OSR eliminated students in the sample who did not graduate within the reported academic terms.

## Comparison of All Graduates and Survey Respondents: Summer 2014-Spring 2015 (Cont.)

### A.2. Characteristics of WWU Graduates and Survey Respondents by College

	CBE		Woodring		Fairhaven		CFPA	
	Non-Respondents	Respondents	Non-Respondents	Respondents	Non-Respondents	Respondents	Non-Respondents	Respondents
N	100	383	78	258	49	112	30	72
Male	58.0%	55.9%	16.7%	11.2%	42.9%	25.9%	26.7%	22.0%
American Indian or Alaska Native		.5%		.8%	2.0%		3.3%	
Asian	9.0%	11.0%	7.7%	4.7%	4.1%	5.4%		2.8%
Black or African American	2.0%	.5%	2.6%	1.9%	2.0%	.9%	3.3%	
Hispanic or Latino	5.0%	6.0%	7.7%	6.6%		4.5%	16.7%	8.3%
Native Hawaiian or Other Pacific Islander	1.0%	.3%						
Nonresident alien	2.0%	3.1%				.9%		
Race and ethnicity unknown		.5%		.4%	2.0%		6.7%	2.8%
Two or more races	4.0%	9.1%	5.1%	3.1%	16.3%	5.4%	10.0%	9.7%
White	77.0%	68.9%	76.9%	82.6%	73.5%	83.0%	60.0%	76.4%
Mean Admission Index*	55.7	56.0	57.6	58.9	59.1	60.2	58.0	60.8
Mean WWU GPA	3.07	3.11	3.58	3.57	3.35	3.44	3.21	3.41
Mean Age	23.5	23.5	26.3	26.7	23.2	23.5	25.6	24.3
Median Age	23.0	23.0	23.5	23.0	23.0	23.0	24.0	23.0
First Generation Student	32.0%	34.5%	43.6%	39.1%	22.4%	25.0%	30.0%	30.6%
Transfer Student	41.0%	36.3%	64.1%	46.9%	34.7%	31.3%	50.0%	29.2%
Running Start Student	11.0%	13.1%	9.0%	10.9%	8.2%	8.9%	10.0%	11.1%
WA Resident	91.0%	91.9%	96.2%	94.6%	87.8%	84.8%	80.0%	80.6%
Campus Housing	2.0%	3.7%	1.3%	.8%	4.1%	3.6%		1.4%
Off Campus Program			44.9%	29.5%				
Mean Cumulative WWU Hours	147.2	151.8	149.7	166.6	171.8	172.2	155.8	166.0
Hours registered - peak day of survey term	12.5	12.3	13.1	13.9	13.1	13.7	13.7	13.5

\*Because not all students are given an admissions index, the N for this variable differs from the reported N

\*\*In prior years, OSR reported cumulative credits earned prior to the term of the survey. OSR now reports total credits earned at time of degree.

\*\*\*Ethnic categories differ from previous reports as they have been re-aligned to match national reporting standards established by IPEDS

\*\*\*\* Beginning in 2015, OSR eliminated students in the sample who did not graduate within the reported academic terms.



## Comparison of All Graduates and Survey Respondents: Summer 2014-Spring 2015 (Cont.)

### A.2. Characteristics of WWU Graduates and Survey Respondents by College (cont.)

	CHSS		Huxley		CSE	
	Non- Respondents	Respondents	Non- Respondents	Respondents	Non- Respondents	Respondents
N	276	967	54	137	99	365
Male	42.4%	30.7%	46.3%	37.2%	70.7%	61.4%
American Indian or Alaska Native	1.1%	.6%		.7%		
Asian	5.8%	5.2%	3.7%	5.1%	16.2%	3.6%
Black or African American	2.5%	1.6%		1.5%	1.0%	.8%
Hispanic or Latino	5.8%	7.2%	9.3%	2.9%	3.0%	5.2%
Native Hawaiian or Other Pacific Islander		.2%				.3%
Nonresident alien		.7%			.7%	.3%
Race and ethnicity unknown	1.1%	.7%	1.9%		1.0%	1.6%
Two or more races	6.9%	7.1%	7.4%	9.5%	7.1%	6.3%
White	76.8%	76.6%	77.8%	80.3%	71.7%	81.9%
Mean Admission Index*	53.3	56.0	59.0	60.6	57.8	64.4
Mean WWU GPA	3.08	3.19	3.27	3.26	3.08	3.19
Mean Age	23.5	23.5	24.6	24.7	24.4	23.9
Median Age	23.0	23.0	24.0	23.0	23.0	23.0
First Generation Student	34.1%	34.4%	25.9%	29.2%	31.3%	34.2%
Transfer Student	35.9%	32.6%	51.9%	29.9%	38.4%	31.5%
Running Start Student	15.6%	13.8%	5.6%	13.1%	13.1%	11.5%
WA Resident	89.9%	92.8%	83.3%	82.5%	97.0%	93.2%
Campus Housing	4.3%	5.9%	1.9%	2.2%	3.0%	3.0%
Off Campus Program			11.1%	5.8%		
Mean Cumulative WWU Hours	154.0	155.2	151.7	167.7	168.7	167.1
Hours registered - peak day of survey term	12.3	13.0	13.7	13.6	11.8	11.9

\*Because not all students are given an admissions index, the N for this variable differs from the reported N

\*\*In prior years, OSR reported cumulative credits earned prior to the term of the survey. OSR now reports total credits earned at time of degree.

\*\*\*Ethnic categories differ from previous reports as they have been re-aligned to match national reporting standards established by IPEDS

\*\*\*\* Beginning in 2015, OSR eliminated students in the sample who did not graduate within the reported academic terms.

## Comparison of Survey Respondents by Graduation Term Summer 2014-Spring 2015 (cont.)

### A.3. Characteristics of Survey Respondents by Quarter of Graduation

	Summer 2014	Fall 2014	Winter 2015	Spring 2015	Total
N	194	491	352	1,147	2,184
Male	37.6%	41.1%	37.5%	37.5%	38.3%
American Indian or Alaska Native		.8%	.6%	.3%	0.5%
Asian	4.1%	6.7%	8.5%	5.0%	5.9%
Black or African American	2.1%	1.4%	.9%	1.0%	1.2%
Hispanic or Latino	4.1%	5.5%	7.1%	6.8%	6.3%
Native Hawaiian or Other Pacific Islander		.4%	.3%	.1%	0.2%
Nonresident alien	1.5%	.8%		1.2%	1.0%
Race and ethnicity unknown	.5%	1.6%	.9%	.4%	0.8%
Two or more races	7.7%	6.3%	7.7%	7.5%	7.3%
White	79.9%	76.4%	74.1%	77.6%	77.0%
Mean Admission Index*	55.1	56.9	57.3	59.2	58.1
Mean WWU GPA**	3.19	3.20	3.17	3.27	3.22
Mean Age	24.7	24.9	23.7	23.6	24.0
Median Age	23.0	23.0	23.0	22.0	23.0
First Generation Student	37.6%	33.4%	37.5%	32.9%	34.2%
Transfer Student	40.2%	40.9%	33.5%	32.2%	35.1%
Running Start Student	14.4%	9.4%	13.6%	13.4%	12.6%
WA Resident	88.1%	91.6%	94.9%	91.5%	91.8%
Campus Housing	5.2%	3.3%	2.0%	5.1%	4.2%
Off Campus Program	3.6%	4.9%	.3%	4.5%	2.9%
Mean Cumulative WWU Hours**	150.0	154.3	162.3	158.9	157.6
Hours registered - peak day of survey term	9.0	12.8	13.0	13.3	12.8

\*Because not all students are given an admissions index, the N for this variable differs from the reported N

\*\*In prior years, OSR reported cumulative credits earned prior to the term of the survey. OSR now reports total credits earned at time of degree.

\*\*\*Ethnic categories differ from previous reports as they have been re-aligned to match national reporting standards established by IPEDS

\*\*\*\* Beginning in 2015, OSR eliminated students in the sample who did not graduate within the reported academic terms.

## B. University-Level Responses

### Satisfaction

B.1. If you could start your higher education experience over, would you choose to:

N	2,184
Attend Western	86%
Attend a different university	12%
Not pursue a bachelor's degree at any school	2%

---

B.1.a. Why would you choose to attend a different university? Check all that apply. (Asked of respondents who answered "attend a different university" in B.1.)

N	270
I could have graduated more quickly from a different school	18%
I don't like Western's campus	6%
I don't like Western's students	20%
I don't like Western's quarter system	9%
I don't like Western's faculty members	16%
I became interested in a major that Western doesn't offer	19%
Another school has a better program in my field	40%
A degree from another school is more valuable	30%
Western's degree or major requirements were not what I expected or was led to believe	20%
Another school would have challenged me more than Western	23%
I feel like I settled for a second-rate experience when I should have tried harder to get into a better school	39%
Western is too big	2%
Western is too small	8%
Western is too far from home	4%
Western is too close to home	13%
Other	28%

## Satisfaction (cont.)

B.2. In what ways has Western exceeded your expectations? (Open-ended question, N=1235) (Table of response categories provided in Appendix A, text responses available on request.)

B.3. In what ways has Western fallen short of your expectations? (Open-ended question, N=1233) (Table of response categories provided in Appendix B, text responses available on request.)

B.4. Mark the box that best represents the quality of your relationships with people at Western, from "unfriendly, unsupportive, alienating" on one end to "friendly, supportive, inclusive" on the other.

	N	Unfriendly 1	2	3	4	5	6	Friendly 7
Relationships with other students	1,463	1%	2%	3%	9%	17%	29%	39%
Relationships with faculty members	1,459	0%	1%	4%	9%	25%	31%	30%
Relationships with administrative personnel and offices	1,459	2%	5%	10%	22%	25%	19%	18%

B.5. How satisfied are you with your experience at Western?

N	2,174
Very dissatisfied	1%
Dissatisfied	4%
Neither satisfied nor dissatisfied	10%
Satisfied	58%
Very Satisfied	28%

B.5.a.1 Have any of Western's professors, advisors or staff members been particularly influential during your time at Western? If so, please give the name(s) and position(s) of up to two people, and describe how each has been influential. (N=1463) (Text responses available on request.)

## Graduation Delays

B.6. Compared with what you expected when you first enrolled at Western, how long did it take for you to graduate?

N	2,179
Less time than expected	10%
As long as expected	51%
More time than expected	39%

B.6.a. Which of the following factors were a minor or major reason for your graduation being delayed? Select only those that apply. (Responses from respondents who reported taking longer than expected to graduate in B.6.) (N=853)

	Not a reason	Minor reason	Major reason
I could not get the classes I needed	45%	29%	26%
I wanted to take a lighter course load	71%	22%	8%
I was advised to take a lighter course load	86%	10%	4%
I received poor advising prior to declaring my major	61%	19%	21%
I received poor advising from my major department	76%	13%	11%
I changed my major	61%	14%	24%
I was uncertain about which major to choose	61%	19%	20%
I lost credits when transferring from another institution	78%	10%	12%
I participated in a study abroad program	93%	3%	4%
I spent a lot of time working for pay	72%	17%	11%
I'm graduating with more than one major/minor	79%	9%	12%
My major required a high number of credits	69%	12%	20%
I completed an internship, practicum, student teaching, etc.	78%	10%	12%
I had a challenging financial situation	81%	11%	8%
I had personal health issues	82%	10%	8%
I had chemical dependency issues	99%	1%	1%
I had family or significant-other issues	85%	8%	7%
I was involved in student activities, athletics, etc.	91%	8%	2%
I took classes that didn't end up counting toward my degree requirements	52%	30%	19%
Other	84%	7%	9%

## Graduation Delays

B.7. How satisfied are you with the length of time it took for you to graduate from Western?

N	2,178
Very dissatisfied	3%
Dissatisfied	11%
Neither satisfied nor dissatisfied	25%
Satisfied	44%
Very satisfied	18%

## Major and Upper Division Experiences

B.8. How satisfied are you with each of the following aspects of your major?

	N	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
Course availability	2,294	3%	16%	17%	47%	17%
Variety of courses offered	2,287	1%	11%	20%	49%	19%
Knowledge and expertise of faculty	2,294	1%	2%	8%	41%	47%
Quality of instruction	2,275	2%	4%	12%	51%	32%
Department internship and service learning opportunities	2,285	5%	15%	34%	26%	19%
Relevance of coursework to future career plans	2,292	2%	7%	22%	44%	24%
Effectiveness of your major advisor	2,294	6%	10%	25%	29%	29%

---

B.9. Was the level of academic challenge in your major too low, just right, or too high?

N	2,287
Too low	12%
Just right	85%
Too high	3%

## Major and Upper Division Experiences

B.10. During the current academic year, about how often have you done each of the following? (Asked of 50% of respondents at random).

	N	Not at all	Once or twice	Several times	Often	Very often
Participated in a classroom discussion	984	2%	7%	19%	24%	48%
Talked with an advisor or faculty member about career plans	982	11%	32%	25%	19%	13%
Attended learning events on campus, such as the distinguished lecture series, films with discussion, or field trips	984	29%	33%	21%	10%	6%
Made a class presentation	984	4%	11%	27%	27%	32%
Worked with classmates outside of class to prepare class assignments	980	3%	8%	22%	28%	40%
Put together ideas or concepts from different courses when completing assignments or during class discussions	980	2%	9%	15%	36%	38%
Engaged in academic dishonesty	985	94%	4%	1%	1%	1%



## Major and Upper Division Experiences (cont.)

B.11. During your upper division studies, how often did you collaborate with a professor on a research or creative project outside of course or program requirements? (Asked of 50% respondents at random, and all respondents majoring in chemistry in all quarters.)

N	883
Never	46%
Once	21%
Two or more times	33%

---

B.11.a. How much has collaborating with a professor contributed to your learning? (Asked of respondents who answered "once" or "two or more times" in B.11.)

N	479
Not at all	2%
A little	6%
Some	20%
Quite a bit	37%
A lot	36%

## Academic Engagement and Rigor

B.12. How satisfied are you with Western's contribution to your development of the following skills? (Asked 60% of respondents at random.)

	N	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
Writing skills	979	1%	7%	19%	44%	28%
Oral communication skills	979	1%	5%	17%	48%	29%
Critically evaluate information	977	1%	2%	10%	42%	45%
Work or learn independently	978	1%	3%	11%	41%	45%
Work cooperatively in a group	980	2%	4%	14%	42%	38%
Appreciation of the arts	978	2%	6%	39%	30%	22%
Apply scientific principles and methods	979	2%	4%	26%	40%	27%
Apply quantitative principles and methods	974	2%	5%	23%	42%	29%
Awareness of cultural and social differences among people	975	2%	5%	16%	34%	43%
Use library resources for research	975	2%	10%	27%	35%	26%
Work effectively with appropriate technology in your field	979	2%	5%	16%	45%	32%

B.13. During the current school year, how much has your coursework emphasized the following? (Asked of 60% of respondents at random.)

	N	Very little	Some	Quite a bit	Very much
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	893	20%	41%	25%	14%
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	891	2%	17%	46%	35%
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	889	2%	17%	46%	34%
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	889	6%	26%	40%	28%
Applying theories or concepts to practical problems or in new situations	890	3%	19%	43%	34%

## Retention

B.14. Did you ever consider leaving Western permanently without graduating? (Asked 50% of respondents at random.)

N	926
Yes	23%
No	77%

---

B.14.a. Why did you stay at Western to finish your degree? (Open-ended question asked of respondents who answered 'yes' in B.14.) (N=122) (Responses included: "Because I like the faculty enough".) (Text responses available on request.)

---

B.14.b. Which of the following categories describe the most important reasons why you considered leaving Western? Check all that apply. (Asked of respondents who answered 'yes' in B.14.)

N	212
Finances	34%
Academics	49%
Western's environment or location	28%
Family or personal	51%
Other	28%

---

B.14.b.1. What is your other reason for considering leaving Western? (Open-ended question asked of respondents who answered "other" in B.14.b.) (N=57) (Responses included: "I wish to pursue a career in a field that you cannot major in".) (Text responses available on request.)

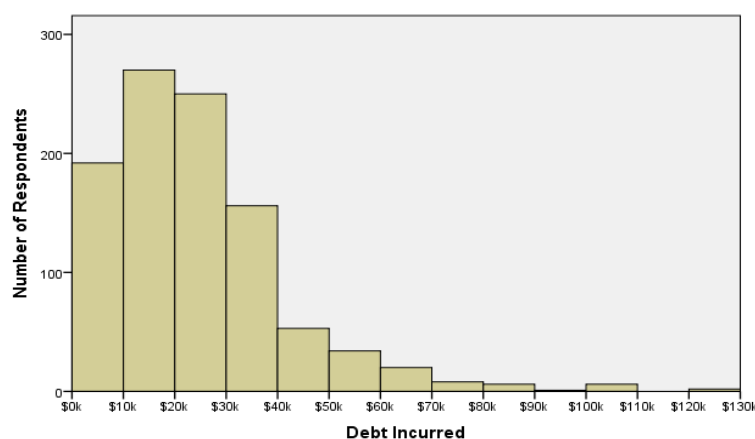
## Educational Expenses and Employment

B.15. Did you or someone else borrow money to fund your education?

N	1,916
Yes	63%
No	37%

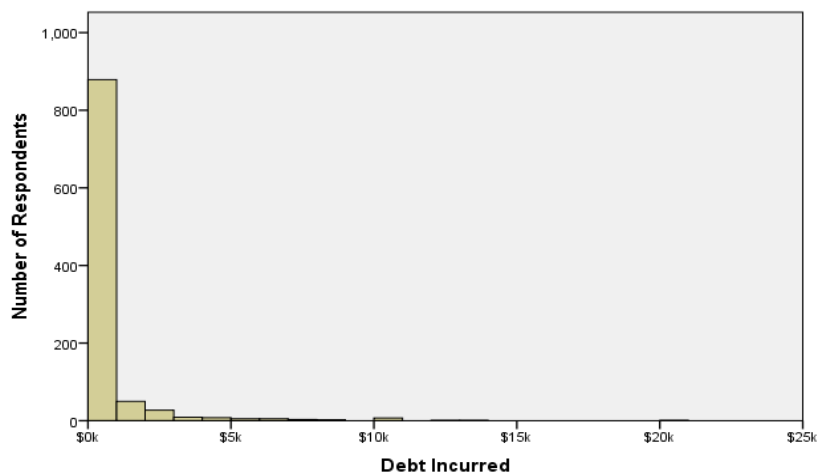
B.15.a. When you graduate, approximately how much will be owed for your education in each of the following categories? (Asked of respondents who indicated in B.15. that someone borrowed money to fund their education.) (OSR assumed zero when no response was given if the respondent gave a valid response in another debt category.) (OSR excluded two cases where total debt reported exceeded \$150k.)

B.15.a.1. Loans in your name



N	Mean	Median	Minimum	Maximum	Standard Deviation
978	\$22,555	\$20,000	\$0	\$120,000	\$16,756

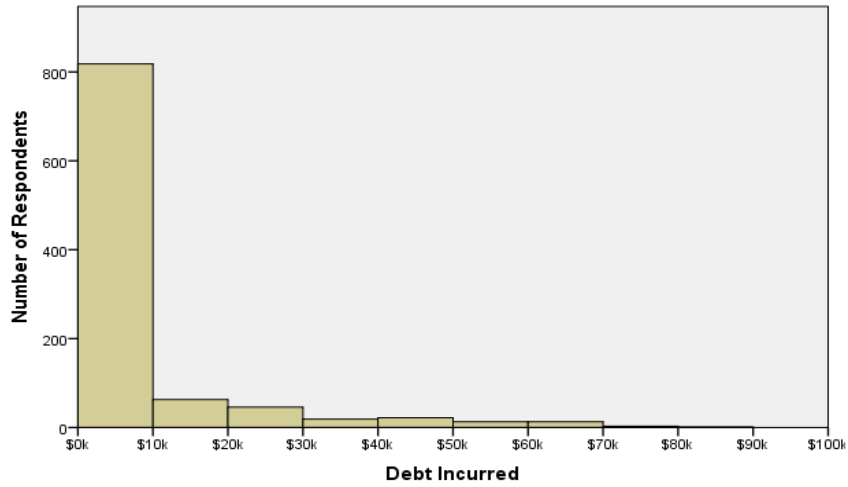
B.15.a.2. Credit cards in your name



N	Mean	Median	Minimum	Maximum	Standard Deviation
978	\$418	\$0	\$0	\$20,000	\$1,515

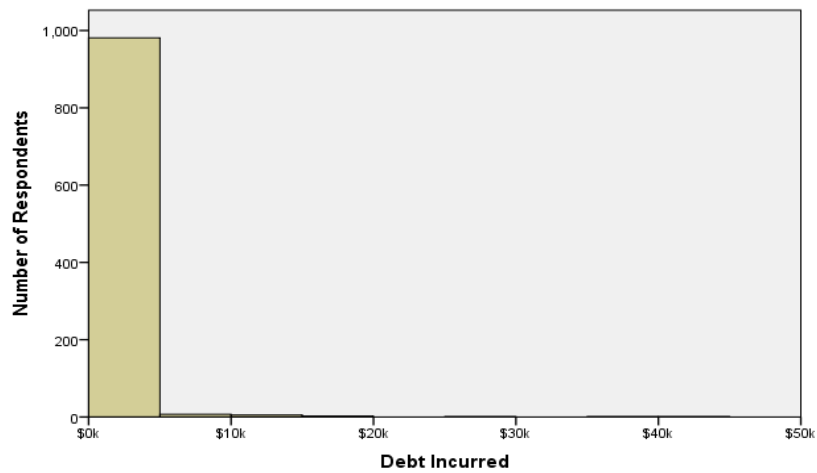
## Educational Expenses and Employment (cont.)

### B.15.a.3. Loans in someone else's name



N	Mean	Median	Minimum	Maximum	Standard Deviation
978	\$5,346	\$0	\$0	\$89,000	\$12,920

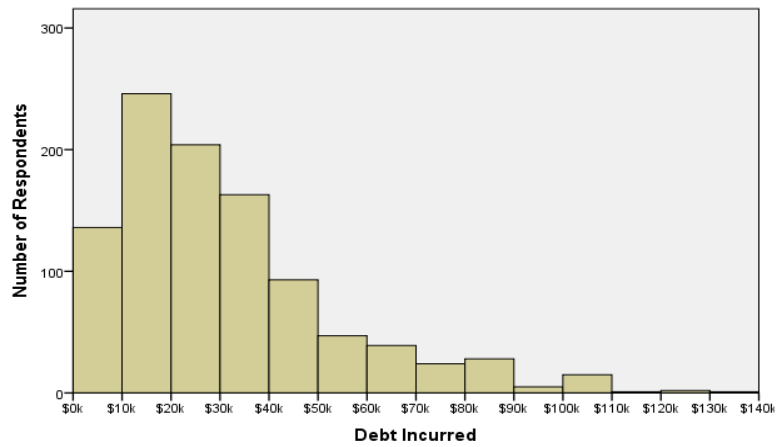
### B.15.a.4. Credit cards in someone else's name



N	Mean	Median	Minimum	Maximum	Standard Deviation
978	\$248	\$0	\$0	\$40,000	\$2,274

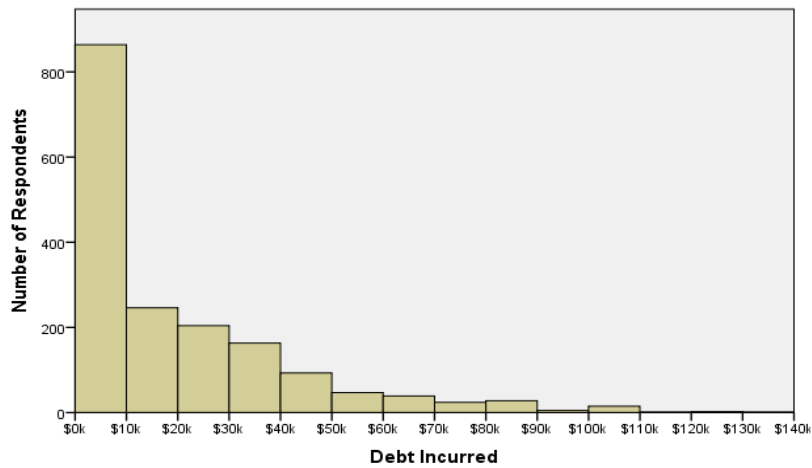
## Educational Expenses and Employment (cont.)

B.15.b.1. Total for all debt categories for respondents who incurred debt



N	Mean	Median	Minimum	Maximum	Standard Deviation
985	\$29,376	\$25,000	\$0	\$132,000	\$22,101

B.15.b.2. Total for all debt categories for all respondents

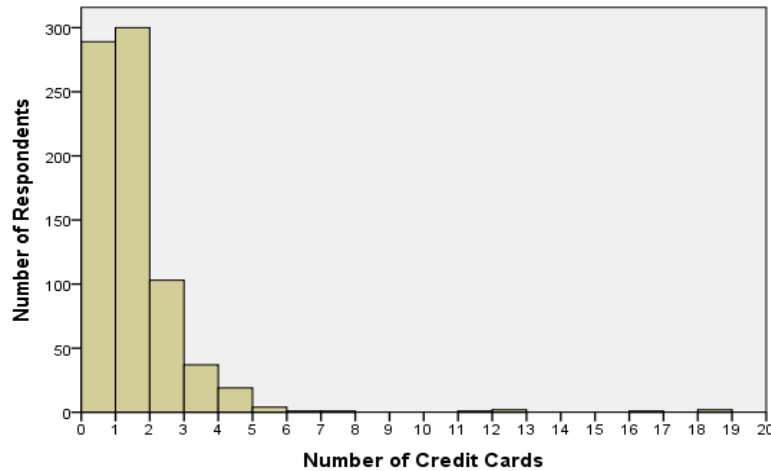


N	Mean	Median	Minimum	Maximum	Standard Deviation
1,700	\$17,021	\$10,000	\$0	\$132,000	\$22,211

## Educational Expenses and Employment (cont.)

B.16. How many credit cards do you have now? Include national cards such as MC or Visa and store cards, gas cards, other. (Asked of 40% of respondents at random.) (OSR excluded two cases where credit cards reported exceeded 20.)

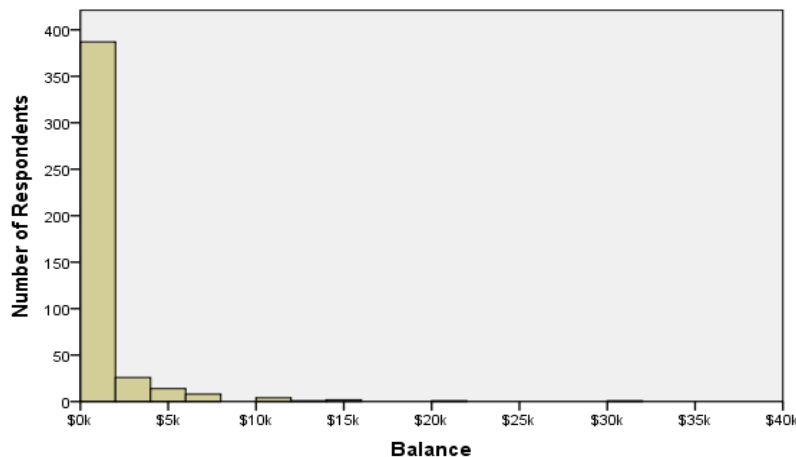
Number of credit cards



N	Mean	Median	Minimum	Maximum	Standard Deviation
748	1.06	1	0	18	1.61

B.16.a. What would you estimate is the combined outstanding balance on all your credit cards: (Asked of respondents who indicated in B.16. that they have one or more credit cards.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR excluded two cases where total credit card debt reported exceeded \$100k.)

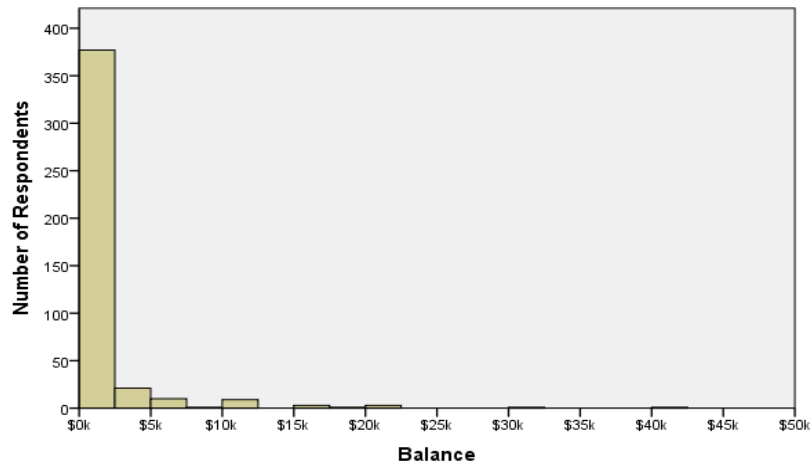
Credit card balance *today*



N	Mean	Median	Minimum	Maximum	Standard Deviation
436	\$958	\$140	\$0	\$30,035	\$2,533

## Educational Expenses and Employment (cont.)

B.16.b. What would you estimate is the total amount you have charged on your credit card(s) for direct education expenses during the past year? (Asked of respondents who indicated in B.16. that they have one or more credit cards.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR excluded one responses greater than \$50,000).



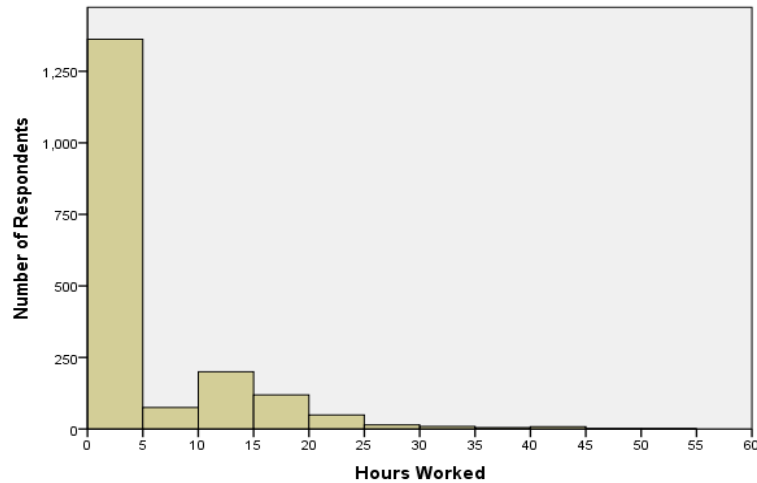
N	Mean	Median	Minimum	Maximum	Standard Deviation
420	\$1,370	\$400	\$0	\$40,000	\$3,673



## Educational Expenses and Employment (cont.)

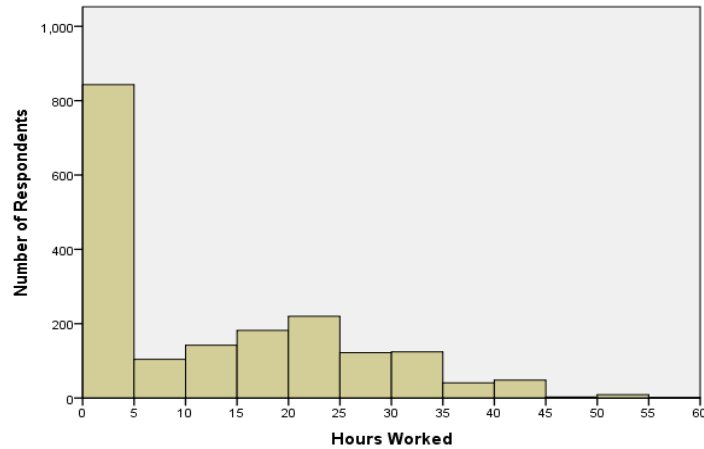
B.17. During this current academic year, on average how many hours per week have you worked for pay? (If respondent indicated working in one category but did not respond in the other category, OSR assumed 0 hours for the category with no response). (OSR excluded 31 cases where total employment hours exceeded 60 per week.)

### B.17.a. On Campus



N	Mean	Median	Minimum	Maximum	Standard Deviation
1,813	3.86	0	0	60	7.30

### B.17.b. Off Campus

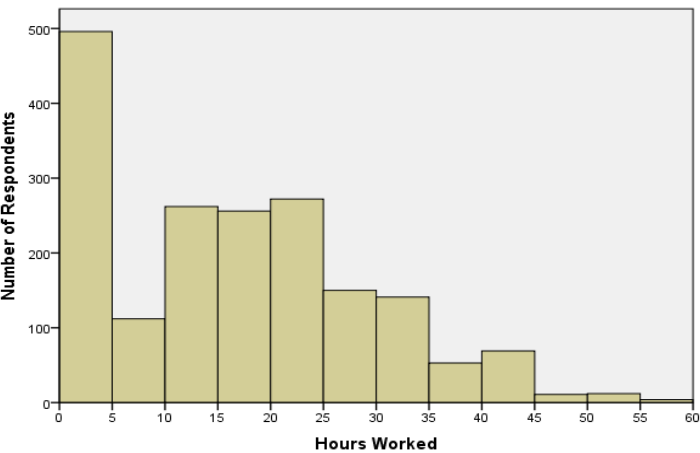


N	Mean	Median	Minimum	Maximum	Standard Deviation
1,813	11.26	8	0	60	12.58

## Educational Expenses and Employment (cont.)

B.17.c. Total

OSR derived total employment values by adding on- and off-campus employment responses. (If respondent indicated working in one category but did not respond in the other category, OSR assumed 0 hours for the category with no response). (OSR excluded 30 cases where total employment hours exceeded 60 per week.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
1,813	15.12	15	0	60	12.49

---

## Post-Graduation Plans

B.18. What is MOST LIKELY to be your PRINCIPAL activity upon graduation?

N	1,919
Employment, full-time paid	61%
Employment, part-time paid	12%
Graduate or professional school, full-time	14%
Graduate or professional school, part-time	1%
Additional undergraduate coursework at Western	1%
Additional undergraduate coursework at another institution	1%
Military service	1%
Volunteer activity (e.g. Peace Corps)	3%
Starting or raising a family	0%
Other, please specify	7%

B.18.a. Other likely principal activities upon graduation. (Open-ended question asked of respondents who answered "other" in B.18.) (N=153) (Responses included: internship, Americorps, travel, starting my own business, study abroad. (Text responses available on request.)

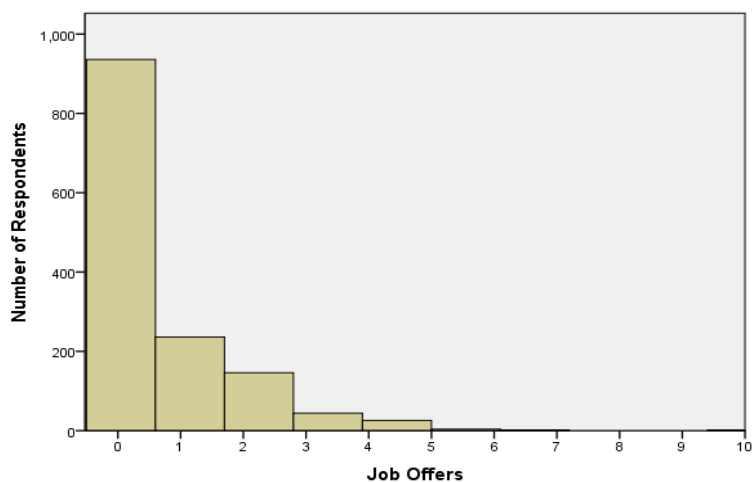
B.18.b. Which of the following best describes the current state of your job search? (Asked of respondents who answered "employment, full-time" or "employment, part-time" in B.18.)

N	1,391
Planning to stay in my current job after graduation	12%
Accepted an offer of employment	17%
Received an offer for a position, but declined	1%
Currently considering an offer	10%
Looking but no offers yet	41%
Planning to work next year, but not actively looking for a position	19%

## Post-Graduation Plans (cont.)

B.18.b.1. How many job offers have you received? (Asked of respondents who answered "employment, full-time" or "employment, part-time" in B.18.) (OSR included 0 values for respondents who indicated in B.18.b that they have looked for a job but not received an offer or have not looked for a job. Contact OSR for further analysis). (OSR excluded two responses greater than 10.)

Job offers



N	Mean	Median	Minimum	Maximum	Standard Deviation
1366	0.58	0	0	10	1.04

B.18.b.2. Of those offers, how many are related to your field of study? (Asked of respondents who indicated in B.18.b.1 that they have received one or more job offers.) (Response options seen by the respondent were limited to a number equal to or fewer than the total number of job offers indicated in B.18.b.1.) (Responses are crosstabled with total number of job offers.)

		Offers Related to Field of Study									
		N	None	1	2	3	4	5	6	8	10 +
		448	17%	49%	23%	7%	3%	0%	1%		
Total Offers	None										
	1	230	20%	80%							
	2	142	16%	22%	63%						
	3	44	9%	7%	21%	64%					
	4	17	29%		6%	6%	59%				
	5	7			43%	29%		29%			
	6	4							100%		
	7-10	4	25%		25%		25%		25%		

## Post-Graduation Plans (cont.)

B.18.b.3. What is the name of the company/organization you will work for? (Open-ended question asked of respondents who answered "planning to stay in my current job after graduation" or "accepted an offer of employment" in B.18.b.) (N=319) (Text responses available on request.)

---

B.18.b.4. What will your title be? (Open-ended question asked of respondents who answered "planning to stay in my current job after graduation" or "accepted an offer of employment" in B.18.b.) (N=353) (Text responses available on request.)

---

B.18.b.5. Did you take a job that offers higher pay and less career satisfaction in order to help pay off your student loans? (Asked of respondents who indicated they were planning to stay in a current job or had accepted an offer of employment in B.18.b.)

N	260
Yes	28%
No	72%

---

B.18.c. What is the current state of your application process? (Asked of respondents who indicated in B.18 that they plan to continue their education.)

N	297
I have accepted an offer of admission	35%
I am currently considering an offer(s) of admission	3%
I am waiting for admission decisions	13%
I applied but was not accepted for fall	1%
I have begun, but not finished the application process	24%
I have not begun the application process	24%

---

B.18.c.1. To which schools have you been accepted? (Open-ended question asked of respondents who answered "I have accepted an offer of admission" or "I am currently considering an offer(s) of admission" in B.18.c.) (N=106) (Text responses available on request.)

---

B.18.c.2. Which school will you attend? (Open-ended question asked of respondents who answered "I have accepted an offer of admission" in B.18.c.) (N=100) (Text responses available on request.)

## Post-Graduation Plans (cont.)

B.18.c.3. For what degree or certificate? (MBA, Ph.D, M.D., etc.) (Open-ended question asked of respondents who answered "I have accepted an offer of admission" or "I am currently considering an offer(s) of admission" in B.18.c.)

N	106
Master's (M.A., M.S., etc.)	72%
Doctorate (Ph.D. or Ed.D., etc.)	17%
Certificate	3%
Medical (M.D., D.O., D.D.S., D.V.M., etc.)	6%
Law (J.D., etc.)	1%
Prerequisites	1%
Bachelor's (B.A., B.S., etc.)	1%

---

B.19. What is the highest degree you expect to earn in your lifetime?

N	1,912
Bachelor's (B.A., B.S., etc.)	28%
Master's (M.A., M.S., etc.)	52%
Medical (M.D., D.O., D.D.S., D.V.M., etc.)	3%
Law (J.D., etc.)	2%
Doctorate (Ph.D. or Ed.D., etc.)	14%

---

B.19.a Where do you plan to live after graduation? (Not asked of respondents graduating in summer quarter due to an error in survey programming)

N	1,727
King County	29%
Whatcom County	28%
Washington State outside Whatcom and King Counties	23%
Other US state	8%
International	7%
California	4%
Oregon	3%

## Items Requested by Administrative Units

### Technology

B.20. Which of the following devices do you have with you at Western this quarter? Check all that apply. (Asked of 50% of respondents at random.)

N	990
Laptop computer	90%
Desktop computer	14%
Tablet computer	24%
Cell phone	97%
E-book reader	15%
Other wi-fi enabled device	8%
None of the above	1%

---

B.20.a. Which of the following devices do you typically bring to class? Check all that apply. (Asked of respondents indicating in B.20 that they had one or more of the following devices with them at Western this quarter. Respondents saw only the devices they checked in B.20.)

N	982
Laptop computer	38%
Tablet computer	13%
Cell phone	93%
E-book reader	3%
Other wi-fi enabled device	2%
None of the above	4%

---

B.20.a.1. What other Wi-Fi enabled device do you typically bring to class? (Open-ended question asked of respondents who answered "other wi-fi enabled device" in B.20 and B.20.a) (N=15) (Responses included: iPod, i-touch.) (Text responses available on request.)

---

## Items Requested by Administrative Units (cont.)

### Online Courses

In this section, "online" refers to a course format where required interaction is exclusively online. "Traditional" refers to courses that are primarily face-to-face interaction, whether or not they have an online component.

B.21. Why did you choose to take a course (or courses) online through Western? Check all that apply. (Asked of spring quarter respondents who had taken an online course through Western.)

N	400
The quality of the course was better in the online format	5%
Schedule flexibility	78%
To make progress toward my degree	54%
The traditional format course sections were full	9%
The course was not offered that quarter in a traditional format	25%
The traditional format course had major restrictions that I did not meet	1%
To repeat a class already taken in a traditional format	2%
To gain admission or re-admission to Western	1%
Other	10%

B.22. Have you ever taken an online course at another institution or high school? (Asked of 50% of spring quarter respondents at random.)

N	544
Yes	43%
No	57%

B.22.a. How many online courses have you completed through each of the following? (Asked of respondents who indicated in B.22 that they have taken an online class.)

N	N	None	One	Two or more
High school	216	63%	23%	13%
Two-year college	225	24%	25%	51%
Four-year college (excluding Western)	213	77%	14%	10%
Other	159	93%	5%	3%



## Items Requested by Administrative Units (cont.)

### Online Courses (cont.)

B.23. Do you think online or traditional courses are better for the following purposes? (Asked of 50% of respondents at random.)

	N	Online is a lot better	Online is somewhat better	Online and traditional are equal	Traditional is somewhat better	Traditional is a lot better
Learning more	702	1%	2%	16%	27%	54%
Getting good grades	700	13%	25%	32%	12%	19%
Making progress toward my degree	699	4%	4%	46%	14%	32%
Quality of interaction with faculty	700		2%	6%	18%	74%
Quantity of interaction with faculty	698	0%	4%	7%	19%	69%
Class discussions	698	1%	5%	7%	20%	67%
Scheduling around other courses	699	43%	31%	13%	2%	11%
Scheduling around a job	700	52%	30%	8%	2%	8%
Scheduling around family or other responsibilities	697	45%	32%	12%	3%	8%
Confidence in my ability to succeed	697	5%	6%	35%	19%	35%

B.24. Do you prefer an online or traditional format for the following types of classes? (Asked of 50% of respondents at random.)

	N	Prefer online	No preference	Prefer traditional
GURs	736	21%	36%	43%
Major or minor requirements	734	2%	13%	85%
Courses outside my major/minor	733	11%	39%	51%

B.25. To what extent do you agree with the following? (Asked of 50% of respondents at random. First question asked of 50% of respondents who have taken an online course.)

	N	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
In general, I like taking online courses	525	15%	22%	31%	26%	7%
In an ideal world, I would enroll in a mix of traditional on-campus classes and online classes while I am a Western student	736	17%	30%	23%	22%	8%
I wish Western offered more online courses	737	14%	21%	42%	15%	8%
Western should retain its identity as an on-campus university and resist the move toward online education	739	6%	11%	30%	25%	28%

## Items Requested by Administrative Units (cont.)

### University Residences

B.26. Would you recommend living on campus to a new student coming to Western? (Asked of respondents who lived in campus housing.)

N	1,298
Yes	87%
No	13%

## Items Requested by Administrative Units (cont.)

### General University Requirements

B.27. To what extent would you agree or disagree with each of the following statements about the GUR program at Western? (Asked of 50% of spring quarter respondents at random, excluded Fairhaven students and those who previously earned an AA degree).

	N	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
GUR courses I have taken at WWU have helped me make connections or see relationships between different subject areas (for example, between art and environmental science).	327	14%	21%	19%	36%	11%

B.28. To what extent would you agree that a purpose of taking GUR courses is to help students: (Asked of 63% of spring quarter respondents at random, excluded Fairhaven students and those who previously earned an AA degree).

	N	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Establish an academic and intellectual foundation	320	6%	14%	13%	48%	18%
Choose a major or minor	320	5%	14%	16%	47%	18%
Succeed professionally	319	14%	29%	28%	26%	4%
Succeed in their personal lives	319	13%	22%	32%	26%	8%

B.29. What have you especially liked about taking GUR courses at WWU? (Check all that apply.) GUR courses: (Asked of 50% of spring quarter respondents at random, excluded Fairhaven students and those who previously earned an AA degree).

N	308
Helped me choose a major or minor	29%
Broadened my general knowledge of subjects that interest me	68%
Broadened my knowledge specifically to prepare for my chosen career	12%
Helped me learn to think critically	28%
Prepared me to be a more active and informed citizen	44%
Were easy grades	47%
Helped me understand a broad range of issues	53%
Introduced me to fields or concepts I was previously unaware of	68%
Helped me to consider an issue from another perspective	53%
Other	6%

B.29.a. What other aspect have you especially liked about taking GUR courses at WWU? (Open-ended question asked of respondents who answered "Other" in B.29.) (N=11) (Text responses available on request.)

## Items Requested by Administrative Units (cont.)

### General University Requirements (cont.)

B.30. What have you especially disliked about taking GUR courses at WWU? (Check all that apply.)  
GUR courses: (Asked of 50% of respondents at random, excluded Fairhaven students and those who previously earned an AA degree).

N	308
Not knowing why I need to take GUR courses	31%
Taking GUR courses that have no connection to my major, my minor, or my interests	82%
Taking GUR courses that have no connection with each other	49%
Taking GUR courses with students who have no interest in the subject	70%
GUR courses gave low grades	21%
GUR courses are not challenging	25%
GUR courses are not a good value	37%
GUR courses were too large	42%
Other	7%

---

B.30.a. What other aspect have you especially disliked about taking GUR courses at WWU? (Open-ended question asked of respondents who answered "Other" in B.30.) (N=20) (Text responses available on request.)

---

B.31. GUR courses provide students opportunities to develop the following eleven competencies. How many of these competencies did your GUR courses address? (Check all that apply.) (Asked of 50% of respondents at random, excluded Fairhaven students and those who previously earned an AA degree).

N	299
Analyze and communicate ideas effectively in oral/written/visual forms	66%
Analyze and interpret information from varied sources	61%
Use quantitative and scientific reasoning to frame and solve problems	52%
Apply tools of technology with an understanding of their uses and	39%
Work collaboratively and manage projects to effective completion	53%
Understand and evaluate assumptions, values, and beliefs in context of diverse local, national, and global communities	61%
Understand and assess the impacts of interactions among the individual, society, and the environment	60%
Recognize the rights, responsibilities, and privileges of participating in, and contributing as a citizen in a diverse society	53%
Reflect on one's own work and on the ethical dimensions of academic pursuits	47%
Identify and analyze complex problems	43%
Explore, imagine, and create	47%
None of these 11 competencies were addressed in my GUR courses	7%

## Items Requested by Administrative Units (cont.)

### General University Requirements (cont.)

B.32. How many of your GUR professors have mentioned, either in the syllabus or during class time, the ways in which their GUR course relates to either the “liberal arts and sciences,” a “liberal education,” or “general education”? (Asked of 50% of spring quarter respondents at random, excluded Fairhaven students and those who previously earned an AA degree).

N	314
None	18%
One or two	21%
Three to five	15%
Six or more	7%
I don't recall	39%

---

B.33. What changes, if any, would you suggest to improve WWU's GUR courses? (Check all that apply.) (Asked of 50% of spring quarter respondents at random, excluded Fairhaven students and those who previously earned an AA degree).

N	306
I see no need to change the current GUR curriculum	16%
Individual GUR courses should be integrated with each other by linking courses along similar themes or disciplines	48%
GUR professors should explicitly state the value of a liberal arts and sciences education	19%
GUR professors should explicitly state the competencies that their course provides students opportunities to develop	29%
The eleven competencies need to be revised	19%
Other	17%

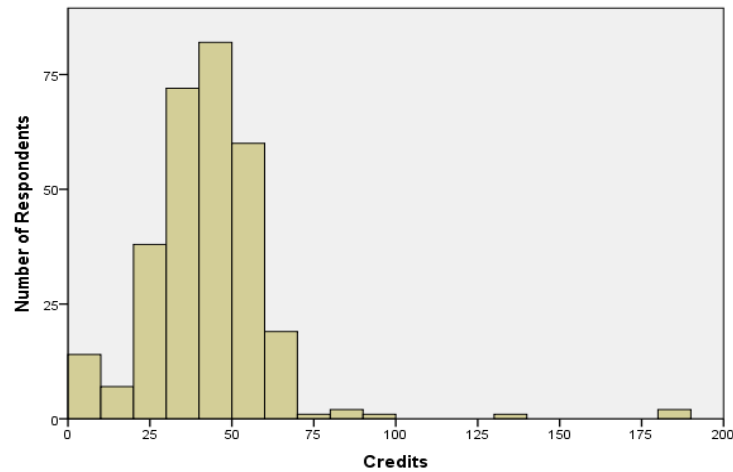
---

B.33.a. What changes, if any, would you suggest to improve WWU's GUR courses? Other. (Open-ended question asked of respondents who answered "Other" in B.33.) (N=46) (Text responses available on request.)

## Items Requested by Administrative Units (cont.)

### General University Requirements (cont.)

B.34. A WWU undergraduate degree requires 180 credits, including a current minimum of 53 GUR credits (unless you are a transfer student). If you could create your own degree requirements, how many GUR credits would you include? (Asked of 50% of spring quarter respondents at random, excluded Fairhaven students and those who previously earned an AA degree).



N	Mean	Median	Minimum	Maximum	Standard Deviation
295	39.53	40	0	180	19.60

## Items Requested by Administrative Units (cont.)

### Western Libraries

B.35. To what extent has your interaction with the following Western Libraries and Learning Commons resources and services aided your learning? Interacting with any Learning Commons Partners (Tutoring Center, Writing Center, Research Consultation with a librarian, Center for Service-Learning, Student Tech Center, and Teaching-Learning Academy): (Asked of 50% of respondents at random).

N	637
Not at all	30%
A little	32%
Some	25%
A lot	13%

---

B.35.a. Tell us why your interaction with Western Libraries and Learning Commons resources or services failed to have a more significant impact on your learning. Choose all that apply. (Asked of respondents who indicated in B.35 that the extent to which their learning was aided was "not at all" or "a little").

N	363
I find collaborative areas distracting	41%
Services I need are not offered	7%
Services I need are not offered at times I can use them	6%
I don't feel that I could benefit from the services offered	37%
The staff did not have the expertise I required	9%
I never come to the physical library	27%
I did not see a direct benefit to my coursework	36%

---

B.35.b. Tell us why your interaction with Western Libraries and Learning Commons resources or services contributed to your learning. Choose all that apply. (Asked of respondents who indicated in B.35 that the extent to which their learning was aided was "some" or "a lot").

N	232
I appreciate areas that facilitate collaboration	56%
The staff are especially helpful	57%
The services are available to me when I need them	75%
I spend a lot of time in the physical library and appreciate so many re:	47%
I saw a direct benefit to my coursework	50%

## Items Requested by Administrative Units (cont.)

### Western Libraries (cont.)

B.36. To what extent has your interaction with the following Western Libraries and Learning Commons resources and services aided your learning? Using study spaces that are near the Learning Commons programs: (Asked of 50% of respondents at random).

N	636
Not at all	26%
A little	27%
Some	29%
A lot	18%

---

B.36.a. Tell us why Western Libraries and Learning Commons spaces failed to have a more significant impact on your learning. Choose all that apply. (Asked of respondents who indicated in B.36 that the extent to which their learning was aided was "not at all" or "a little").

N	319
I don't have a need for these services or resources	40%
I rarely study in the Learning Commons spaces	51%
I prefer to study in the quiet areas of the library	34%
I prefer to study elsewhere on campus	42%
I don't study on campus	35%

---

B.36.b. Tell us why Western Libraries and Learning Commons spaces contributed to your learning. Choose all that apply. (Asked of respondents who indicated in B.36 that the extent to which their learning was aided was "some" or "a lot").

N	281
I appreciate having support services and resources close at hand when	62%
I appreciate having food services close at hand when I study	71%
I like the comfortable and inviting furniture	61%
I want to be able to interact with others when I study	36%
I don't have any other places where I can study	17%



## Items Requested by Administrative Units (cont.)

### Western Libraries (cont.)

B.37. To what extent has your interaction with the following Western Libraries and Learning Commons resources and services aided your learning? Using collections (books, journals, multi-media, course reserves and OneSearch). (Asked of 50% of respondents at random).

N	637
Not at all	12%
A little	21%
Some	27%
A lot	40%

---

B.37.a. Tell us why Western Libraries and Learning Commons collections failed to have a more significant impact on your learning. Choose all that apply. (Asked of respondents who indicated in B.37 that the extent to which their learning was aided was "not at all" or "a little").

N	112
It's difficult to identify the materials I need	41%
I find the layout of the building too confusing when looking for items	37%
I can't find books or other items the library owns using OneSearch	21%
I find it difficult to use the various to use the databases effectively	38%
The course reserves items I needed were not available	21%

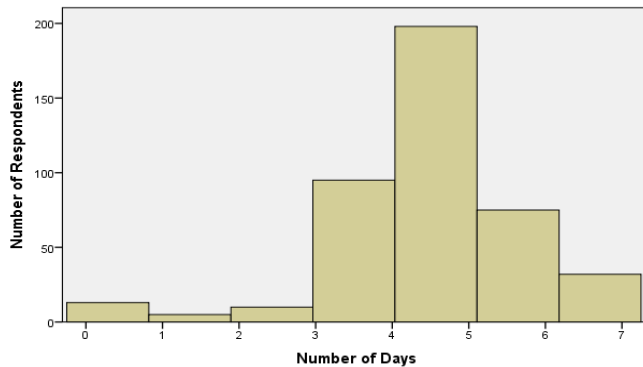
---

B.37.b. Tell us why Western Libraries and Learning Commons collections contributed to your learning. Choose all that apply. (Asked of respondents who indicated in B.37 that the extent to which their learning was aided was "some" or "a lot").

N	392
The staff have helped me understand how to identify and find the materials I need	37%
I have become familiar with the layout of the building so know where to look for items	44%
I have learned how to use OneSearch	65%
I have learned how to use the databases effectively	74%
The course reserve items for my classes were available when I needed	53%

## Office of Sustainable Transportation

B.38. In an average week, how many days do you go to campus for classes or activities? (Asked of 50% of spring quarter respondents at random.) (OSR excluded 30 cases where days reported exceeded 7.)



N	Mean	Median	Minimum	Maximum	St. Dev.
418	4.79	5	0	7	1.40

B.38.a. How many days per week do you use each of the following methods to travel between your house, apartment, or residence hall and campus? (Asked of respondents in spring quarter that reported greater than zero days in B.38.)

	N	0	1	2	3	4	5	6	7
Walk	403	28%	10%	8%	7%	7%	22%	5%	13%
Bus	397	33%	9%	10%	9%	7%	21%	6%	6%
Bicycle	352	82%	4%	4%	1%	2%	3%	1%	3%
Drive alone to campus	364	49%	15%	11%	5%	5%	9%	2%	4%
Drive alone to Park and Ride, then bus	338	89%	2%	0%	3%	2%	4%	1%	0%
Drive with a passenger, or ride with a friend to campus	341	71%	11%	7%	6%	2%	1%	1%	0.3
Drive with a passenger, or ride with a friend to park and Ride, then bus	332	96%	2%	1%		1%			
Dropped off by someone not going to campus	337	79%	11%	7%	2%	1%	1%		
Other (skateboard, wheelchair, personal mobility device, etc.)	337	96%	1%	1%	1%	0%	1%	0%	0%

B.39. How many times do you leave campus and return during a typical day (example, leave for lunch or between classes)? (Asked of 50% of respondents at random.)

N	458
Never or rarely	54%
Once a day	37%
Twice a day	8%
More than twice a day	1%

## Office of Sustainable Transportation (cont.)

B.40. When attending Western, do you live within the area encompassed by the map (on the next page.)  
(Asked of 50% of respondents that did not currently live in campus housing).

N	437
Yes	91%
No	9%

---

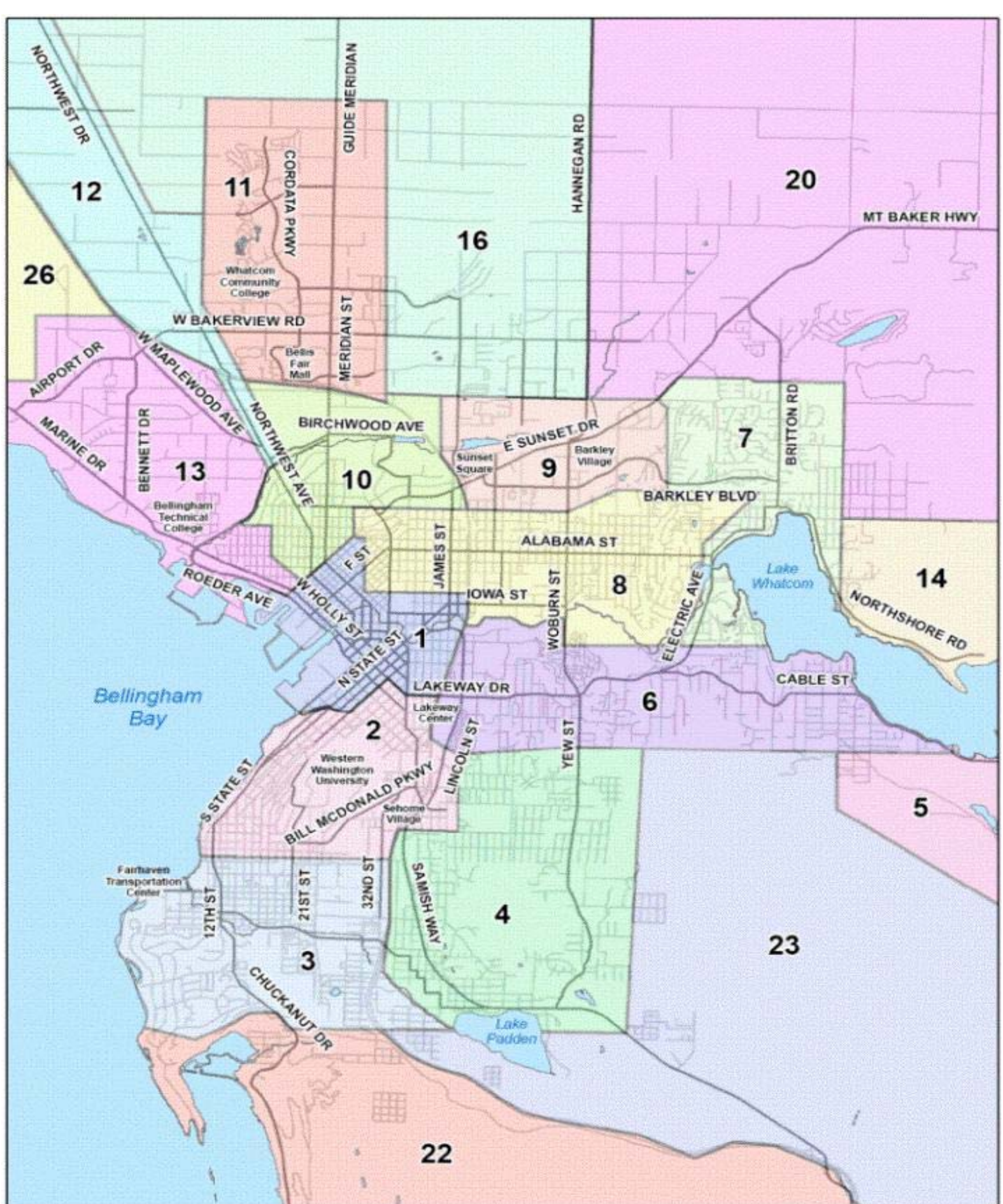
B.40.a. Please select the number corresponding to the area in which you live while attending Western. (Asked of respondents who answered "yes" in B.40.) (N = 396) (Map is on the next page.)

Map Code	Percent	Map Code	Percent
1	19%	11	1%
2	32%	12	0%
3	25%	13	1%
4	6%	14	
5	1%	16	1%
6	7%	20	0%
7	0%	22	
8	4%	23	
9	2%	26	
10	1%		

---

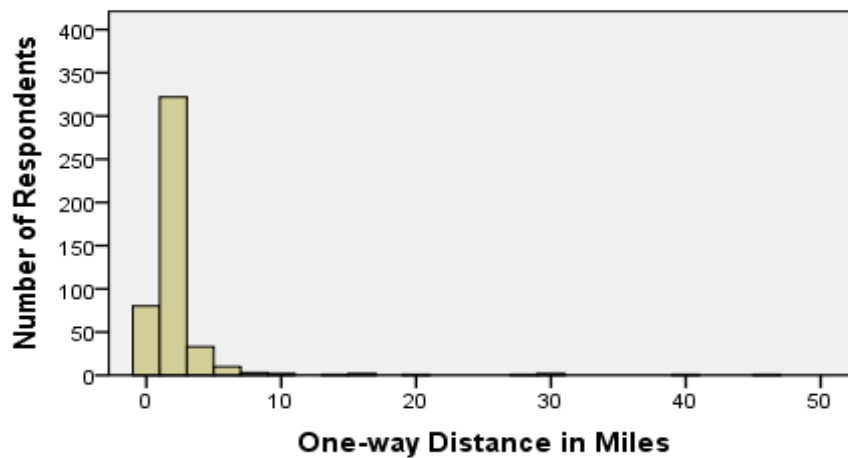
B.40.b. Where do you live while attending Western? (Asked of respondents who answered "no" in B.40.)

N	40
Skagit County	20%
Snohomish County	20%
King County	13%
Lynden, Laurel, Meridian north of Horton	8%
Blaine, Birch Bay, Custer, Semiahmoo	8%
Everson, Nooksack, Sumas	3%
Ferndale	3%
Along Mount Baker Highway, east of McLeod	3%
Marine Drive west of Airport Drive, Marietta	3%
Lake Samish area	3%
unincorporated Whatcom County	3%
Other	18%



## Office of Sustainable Transportation (cont.)

B.41. What is the approximate distance (one way) to campus from where you live while attending Western? (Observations greater than 50 miles were not included in the summary statistics.) (Asked of 40% of respondents at random.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
394	3.564	1	0	50	6.73

B.42. Do you have a bicycle available for use in Bellingham? (Asked of 50% of respondents at random). (OSR recoded to include implied "yes" responses from previous question.)

N	450
Yes	36%
No	64%

B.43. How familiar are you with electric-assist bicycles? (Asked of 40% of respondents at random.)

N	445
I have seen photos or video of an electric-assist bicycle	11%
I have seen an electric-assist bicycle in Bellingham	14%
I have seen an electric-assist bicycle outside of Bellingham	4%
I have ridden an electric-assist bicycle	3%
None of the above	68%



## Office of Sustainable Transportation (cont.)

B.44. Do you have a car available for use in Bellingham? (Asked of 50% of spring quarter respondents at random). (OSR recoded to include implied "yes" responses from previous question.)

N	453
Yes	80%
No	20%

---

B.44.a. How often do you drive to campus at night or on a weekend? (Asked of respondents who answered "yes" in B.44.)

N	166
Never	21%
Rarely	39%
Several times a month	23%
Several times a week	18%
Nearly every day	1%

---

B.44.a.1. When you drive to campus at night or on weekends, how often do you do each of the following? (Asked of respondents who answered anything but "never" in B.44.a.)

	N	Never	Rarely	Several times a month	Several times a week	Nearly every day
Use a campus parking permit (C or G lot permit)	110	64%	11%	6%	14%	6%
Park in C lots	112	12%	31%	29%	21%	7%
Park off campus	99	66%	12%	14%	6%	2%
Use bus pass in G lots	95	91%	5%	4%		
Pay at meters or pay boxes	96	58%	31%	6%	4%	

## Office of Sustainable Transportation (cont.)

B.45. How often do you use the WWU Late Night Shuttle? (Asked of 50% of respondents at random).

N	448
Never	43%
Rarely	40%
Several times a month	14%
Several times a week	3%
Nearly every day	0%

## Appendix A.

### In what ways has Western exceeded your expectations? (N=1710)

Open-ended question, responses categorized by OSR. Frequencies sum to more than the number of respondents because respondents provided multiple comments. Full Text available on request.

**Major or program** specifically mentioned, including curriculum, faculty in department, preparation for graduate school or employment

Department	N	Department	N	Department	N	Department	N
ACCT	5	ECON	4	HUX	18	PET/VET	1
ANTH	5	ELED	1	JPNS	1	PHIL	5
ART	3	ETEC	7	JOUR	10	PHYS	6
BIOL	6	ENG	12	KIN	8	PSY	17
CBE	6	ESCI	4	LAT	1	SOC	9
CHEM	13	FAIR	17	LING	4	SPAN	8
CSD	1	FMKT	17	MGMT	4	SPED	2
COMM	6	FREN	1	MATH	7	THTR	6
CSCI	4	GEOL	11	MCL	2	Woodring	15
DSCI	8	GERM	1	MUS	5		
DSGN	8	HIST	7	NURS	1		
EAS	1	HSR	14	PEHR	12		

### Faculty (in general, no department mentioned)

Faculty (overall) - excellent/great/good	170
Accessible, friendly, one-on-one interaction/attention	57
Excellent quality, knowledgeable, professional	56
Caring, supportive, interested in students' work/success	59
Helpful	26

**Staff (in general - excellent, helpful, supportive)** (Note: some students may be referring to faculty, not staff) 46



## Appendix A. (cont.)

### In what ways has Western exceeded your expectations? (cont.)

Response Categories	N
<b>Western's community, social environment</b>	
Western's community and atmosphere, on and off campus	263
Diversity	31
<b>Personal connections and growth</b>	
Connections with friends, faculty	104
Personal and academic growth	107
<b>Western's campus, facilities, location</b>	
Western's campus	66
Western's location/Bellingham area	85
Western's facilities	5
Western's sustainability efforts	21
<b>Classes</b>	
a. Size	68
b. Variety	31
c. Content	11
d. Availability/scheduling	15
<b>Academics/curriculum overall</b>	109
<b>Enrollment and Student Services</b>	
Associated Students (AS) - student activities, clubs, Ethnic Student Center, AS Outdoor Center, AS facilities off campus	44
Academic Advising Center	9
Career Services Center	4
Health Center	1
Recreation Center, Intramurals	21
Tutoring Center	1
University Residences/Residence Life	13
Other Enrollment and Student Services	25

## Appendix A. (cont.)

### In what ways has Western exceeded your expectations? (cont.)

Response categories	N
Experiential learning opportunities (in general, no department mentioned)	19
None (Western did not exceed expectations)	46
Resources & services (in general, no department mentioned)	34
Western met expectations	10
Extracurricular activities (in general, no department mentioned)	23
Library	14
Western's finances/budgeting/tuition	19
Overall great experience at Western	41
Extended Education (off campus sites; Independent Learning)	1
General University Requirements	11
Time to Degree	10
Career Preparation	75
Other miscellaneous comments	61

---

## Appendix B.

### In what ways has Western fallen short of your expectations? (N= 1233)

Open-ended question, responses categorized by OSR. Frequencies sum to more than the number of respondents because respondents provided multiple comments. Full text available on request.

**Major or program** specifically mentioned, including curriculum, faculty in department, preparation for graduate school or employment

Department	N	Department	N	Department	N	Department	N
ACCT	5	ECON	7	HSR	1	PHYS	1
ANTH	5	ELED	1	JPNS	1	PLSC	3
ART	10	ETEC	5	JOUR	1	PSY	20
BIOL	11	ENG	3	KIN	12	SSED	1
CBE	7	ESCI	2	LING	4	SOC	1
CHEM	5	ESTU	1	MGMT	3	SPAN	6
CSD	1	FAIR	11	MATH	24	SPED	4
COMM	2	FMKT	1	MUS	7	THTR	2
CSCI	6	FREN	1	NURS	6	Woodring	8
DSCI	6	GEOL	3	PEHR	6		
EAST	1	HIST	3	VHCL	1		

<b>Faculty (in general, no department mentioned)</b>	<b>N</b>
General- Overall	31
Accessibility, friendliness, lack of support, helpfulness	41
Quality, knowledgability, level of engagement, professionalism	71

<b>Staff (in general, no department mentioned)</b>	<b>4</b>
--	----------

<b>Classes</b>	
Availability/access	79
Registration (related to class access)	25
Classes outside of major - not available to non-majors	12
Size	6
Content	14
Variety	23

## Appendix B. (cont.)

### In what ways has Western fallen short of your expectations? (cont.)

<b>Student Affairs and Academic Support Services</b>	<b>N</b>
Associated Students (AS) - student activities, clubs, Ethnic Student Center, AS Outdoor Center, AS facilities off campus	27
Academic Advising Center or Freshman/Undeclared Advising	88
Departmental Advising	34
Athletics	9
Career Services Center	3
Counseling Center	11
Dining Services	23
Financial Aid/Scholarships	17
Registrar's Office	4
Student Outreach Services/Destination Graduation	6
University Residences/Residence Life	<b>20</b>
 <b>Western's community, social environment</b>	
Diversity	56
Western's community and atmosphere, on and off campus	46
Political views	17
Communications	14
 <b>Western's administration/administrative procedures</b>	
Administration/administrative procedures	25
Finances/budgeting/tuition	62

## Appendix B. (cont.)

### In what ways has Western fallen short of your expectations? (cont.)

	N
Academics/curriculum overall	35
Employment issues	10
Time to degree	27
General University Requirements	80
Parking/transportation	22
Resources & services - (in general, no department mentioned)	10
Transfer student concerns	38
Western's campus, facilities, location	19
Experiential learning opportunities (in general, no department mentioned)	26
Western doesn't offer a particular program	34
Library	8
Western Didn't Fall short/ no expectations/ none	109
Post-Undergraduate Concerns	9
Other/Miscellaneous	94

---

## Appendix B. (cont.)

### In what ways has Western fallen short of your expectations? (cont.)

	N
Resources/services for international students	2
Specific department issues	186
Connections with students and/or faculty	29
Prerequisites	3
Career Preparation	28
Health Center	2
Academic challenge/rigor	40
Unwelcome/Unaccommodating	18
School spirit	21
Technology	8
Communication of events/requirements/resources	25
Sustainability efforts	6

---